

Mural Two: The Mission

Materials

Butcher/Mural paper

Mission Story (Figure O)

Mission Mural Sample (Figure P)

Mission Mural Pictures (Fig. Q)

A Part of the Mission Culture journal page (Figure R)

Journals

Tape

Black or brown marker

Oh, California

Chapter 3, Lessons 2, 3, & 4

Pre-Planning

Cut a 2' X 4' piece of butcher paper. Display it in the classroom so that all the students can see and reach it.

Make photocopies of the mural pictures; cut out without labels.

Read through the mission story to become familiar with it.

Note: Depending on whether you used the Chumash story or the Gabrielino/ Tongva story will determine which group you refer to in the mission story.

If you desire, using the mural sample, place the mural pictures on the mural paper ahead of time and mark where the different pictures might go with a pencil. Remove the pictures for use with the activity. When the students come up to the mural during the story, you can direct where the pictures go based on your pencil markings.

Make photocopies of the A Part of the Mission Culture journal page.

About 200 years ago, Spanish soldiers and priests came to California, including the lands of the Chumash (Gabrielino /Tongva). They brought the Spanish culture with them and changed the land forever. The mission priests wanted to teach the Native Americans the Spanish way of life, the Catholic religion and have them live and work on the missions and eventually become Spanish citizens.

This activity is the second of three pre-visit activity murals the students will create. Students are given a piece of the mural that will be added as a story is read. Gradually the Spanish mission appears on the mural while students learn important aspects of the mission culture, its relationship with the land, and the effect it had on the Chumash and Gabrielino/Tongva.

Anticipation

◆ Ask the students:

What do you remember about our mural story of the Chumash (Gabrielino/Tongva) village?

What are some of the parts of the mural you remember?

◆ Explain to the students that about 200 years ago, soldiers and missionaries came into California and the lands of the Chumash and Gabrielino/Tongva to establish pueblos, presidios and missions.

◆ Place the large sheet of mural paper on the wall.

◆ Pass out a cut-out mural picture to each student.

◆ Explain that you will be reading a story about the missionaries and how they came to this area and how they lived. As you read the story, they will use the different pictures to create a mission on the mural paper.

◆ Tell them that it is important that they listen carefully to the story to learn the different things that made up the mission culture. They will come up when their picture is explained and place it on the mural.

Procedure

Part I

1. Read the mission story.
2. As you come to the appropriate spots in the script, have students place their picture on the mural. Use *Figure P* as a guide for placing the pictures.
3. After the mural is complete, explain to the students that the missionaries wanted the Indian people to be healthy and content with their completely new life. Unfortunately, thousands of Chumash (Gabrielino/Tongva) died as a result of this new life. One of the sad and unanticipated effects of the mission system was the huge population loss of the Chumash (Gabrielino/Tongva) people!

What might have caused this to happen? (Poor working and living conditions, foreign diseases for which they had no immunity, from too great a change in their diet, and from the loss of their way of life. All of this led to feelings of hopelessness and they sometimes lost their will to live.)

4. Ask the students:

- a. *What is an example, from the mural, of the mission culture?*
- b. *How is the culture of the missionaries influenced by the land?*
- c. *How is this culture different from that of the Native Americans?*



Part I

1. Pass out the A Part of the Mission Culture journal pages.
2. Have students:
 - a. Write what picture they added to the mural.
 - b. Draw the picture.
 - c. Describe what significance it had to the mission.
 - d. Write how it is used today, or how it has been replaced by something.
 - e. Draw their own version of the mission.

Mission Story

Figure O–

Mission Story

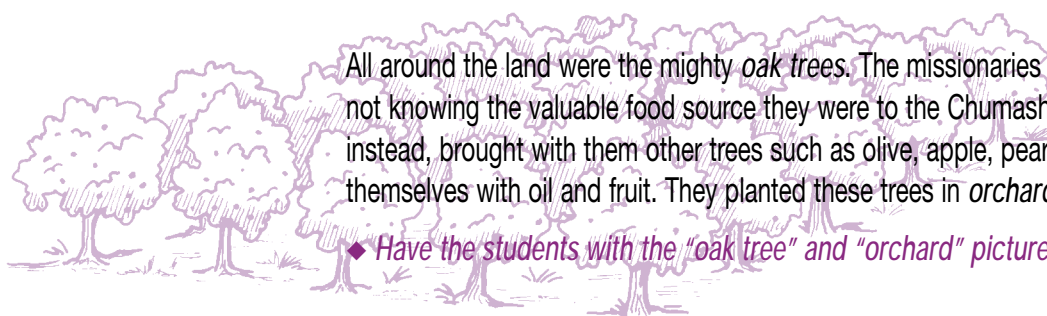
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Starting in 1769 expeditions of soldiers and missionaries from New Spain (what we know as Mexico), came up to a place they called “Alta California.” They traveled into the land of the Chumash (Gabrielino/Tongva). They planned to establish their missions here and teach the Chumash (Gabrielino/Tongva) the ways of the Catholic church and claim the land for the King of Spain. The Spanish did not appreciate or respect the American Indian way of life. They thought that Native American beliefs were evil or bad. They saw the Spanish way of life and the Spanish beliefs as the only correct and right way.

◆ *Using a black or brown marker, the teacher draws the land as a line from the upper right end of the mural to the left, gradually sloping down. Place the “small Native American village” on the far right.*

Flowing from the mountains and down to the sea are the rivers. The rivers and streams were important to the missionaries because they needed *water* for drinking, cooking and washing, but they also needed it to raise their food crops and water their animals.

◆ *Have the students with the “water” pictures place them on the mural.*



All around the land were the mighty *oak trees*. The missionaries passed under these trees not knowing the valuable food source they were to the Chumash (Gabrielino/Tongva). They, instead, brought with them other trees such as olive, apple, pear and fig trees to provide themselves with oil and fruit. They planted these trees in *orchards*.

◆ *Have the students with the “oak tree” and “orchard” pictures place them on the mural.*

The Spanish built a mission near a Native American village. With the help of local Chumash (Gabrielino/Tongva) laborers, they built the mission with bricks made from adobe clay, sand, straw and water.

The mixture was poured into rectangle-shaped, wooden molds and spread out to dry in the sun. Once baked and hard, the molds were removed, and the bricks were used to form the walls of the *mission*. Plaster, made of limestone, was used to cover the adobe, making the mission walls hard and waterproof. Wood beams were used to hold up the ceilings. Roofs first were made of tule and/or cariso plant mats and later were made of clay tile.

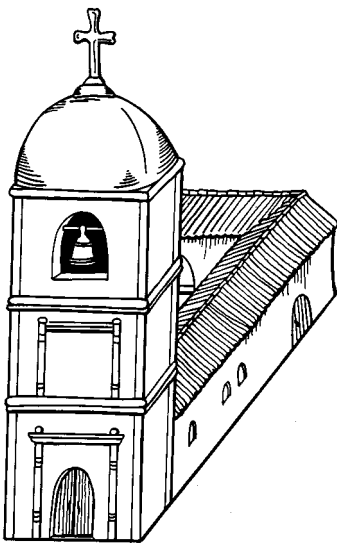
◆ *Have the student with the “main mission” picture (L-shaped) place it on the mural.*

The mission consisted of a group of buildings constructed around a center courtyard. One of the buildings was a living space for the *padres*. The padres were the most important figures

Figure O–

Mission Story

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in the mission. They were the priests whose job it was to manage the work of the mission and to teach the Chumash (Gabrielino/Tongva) to be good Christians and Spanish subjects.

◆ *Have the student with the “padres’ quarters” picture (one side) place it on the mural.*

Another building of the mission was the *church*. The church is the place where the padres and their followers worshipped their Christian God. It is here that the padres held church services, performed baptisms, and other religious ceremonies.

◆ *Have the student with the “church” picture place it on the mural.*

Two of the main symbols of the mission church were the cross and bells. Once land was claimed by the padre to establish a mission, one of the first tasks was to raise a large wooden cross and hang metal bells in a tree.

◆ *Have the student with the “bell tower” picture place it on the mural.*

Unlike the Chumash (Gabrielino/Tongva) who lived in the nearby village hunting and gathering food from the land around them, the padres brought wheat, corn and barley seeds. The Chumash (Gabrielino/Tongva) who took up mission life learned to farm the land. They planted the seeds in *fields* that were cleared and plowed and raised crops to feed everyone who worked on the mission. This form of raising food was hard work and was one of the most important tasks of mission life.

Some of the grain was stored in a *granary* for use in planting new crops.

◆ *Have the student with the “grain fields & granary” picture place it on the mural.*

Within the mission buildings were special workshop areas. The Chumash (Gabrielino/Tongva) workers were taught various skills including how to make metal tools such as plows and hoes. They also learned to tan leather, weave cloth, and make soap and candles.

Candles were made from melted animal fat, called tallow. Using large metal pots, the workers melted the tallow and then a *candle wheel* was set up over the pot. Pieces of string hung down from the candle wheel, which was turned slowly as melted tallow was poured over the strings. When the strings were thick with tallow, forming candles, they were cut from the wheel and ready for use.

◆ *Have the student with the “candle wheel” picture place it on the mural.*

Figure O–

Mission Story

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In the spring, wool was sheared from the sheep. It was then washed and prepared before being spun into wool yarn. Large *looms* in the weaving workshop were used to weave the yarn into cloth. Chumash (Gabrielino/Tongva) women labored to make cloth for blankets and clothing and robes for the padres.

◆ Have the student with the “loom” picture place it on the mural.

Food was prepared in another mission building. The kitchen was well equipped with stoves and ovens. Chumash (Gabrielino/Tongva) women were taught how to make a variety of foods brought to the area by the Spanish, including tortillas and bread, from the crops of grain, fruits and vegetables. Some of the food was stored for later use.

Corn was ground similar to the way the Chumash (Gabrielino/Tongva) ground acorns. However, instead of using a mortar and pestle, the women used a *mano & metate* to grind dried kernels of corn into a flour. The flour was then mixed with water and flattened into round cakes that were cooked on a hot stove. A metate is a flat stone that holds the corn, and the mano is a long stone that is held in the hands and used to smash and grind the kernels.

◆ Have the student with the “mano & metate” picture place it on the mural.

Located next to the mission was a *cemetery*. The cemetery was an area surrounded by a small wooden fence. Each gravesite was marked with a cross. However, Native American graves were usually unmarked.

◆ Have the student with the “cemetery” picture place it on the mural.

Sometimes near the mission a *presidio* was built. A presidio was like a fort where soldiers lived. The job of the soldiers was to protect the mission and keep Chumash (Gabrielino/Tongva) workers from leaving. These workers were extremely valuable to the mission system, which would not have been able to succeed without them. The Chumash (Gabrielino/Tongva) who worked at the mission were not allowed to live in their native villages. They had to stay at the mission and follow the missionaries’ rules exactly. Some Chumash (Gabrielino/Tongva) people stayed at the mission because they believed the Spanish missionaries had great power. Other Chumash (Gabrielino/Tongva) did not want to leave their villages and families. However, when they resisted or tried to run away from the mission, they were caught by the soldiers. They were whipped and not given food. Most of the Chumash (Gabrielino/Tongva) workers were baptized and considered to be Spanish subjects by the missionaries.

◆ Have the student with the “presidio” picture place it on the mural.

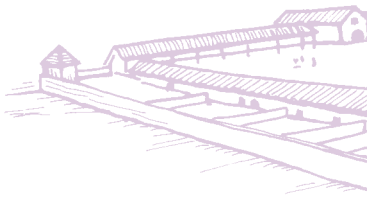


Figure O–

Mission Story

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Many of the young Chumash (Gabrielino/Tongva) who worked and lived in the mission brought some of their games with them. In the courtyard and surrounding areas were open places called plazas. These were areas of relaxation, socialization, and play. Usually in the center of a plaza was a large water fountain called a *f fuente*.

◆ Have the student with the “*f fuente*” picture place it on the mural.

Some games, such as *hoop & pole* were brought by the Chumash (Gabrielino/Tongva) children. This game involved rolling a stone disk on the ground while players tried to spear the hole at the center.

◆ Have the student with the “*hoop & pole*” picture place it on the mural.

The missionaries brought music from their Spanish culture. This included various religious songs and chants. The missionaries used these songs to teach the Chumash (Gabrielino/Tongva) about the Christian religion. The missionaries also taught the Chumash (Gabrielino/Tongva) how to play different instruments, such as the violin and *mandolin*.

◆ Have the student with the “*mandolin*” picture place it on the mural.

The missionaries brought mules, cattle and sheep. These animals were given areas to graze and were used for their meat, fat and wool, as well as for transportation. Wooden carts called *carretas* were used to haul goods and usually were pulled by oxen.

◆ Have the student with the “*carreta*” picture place it on the mural.

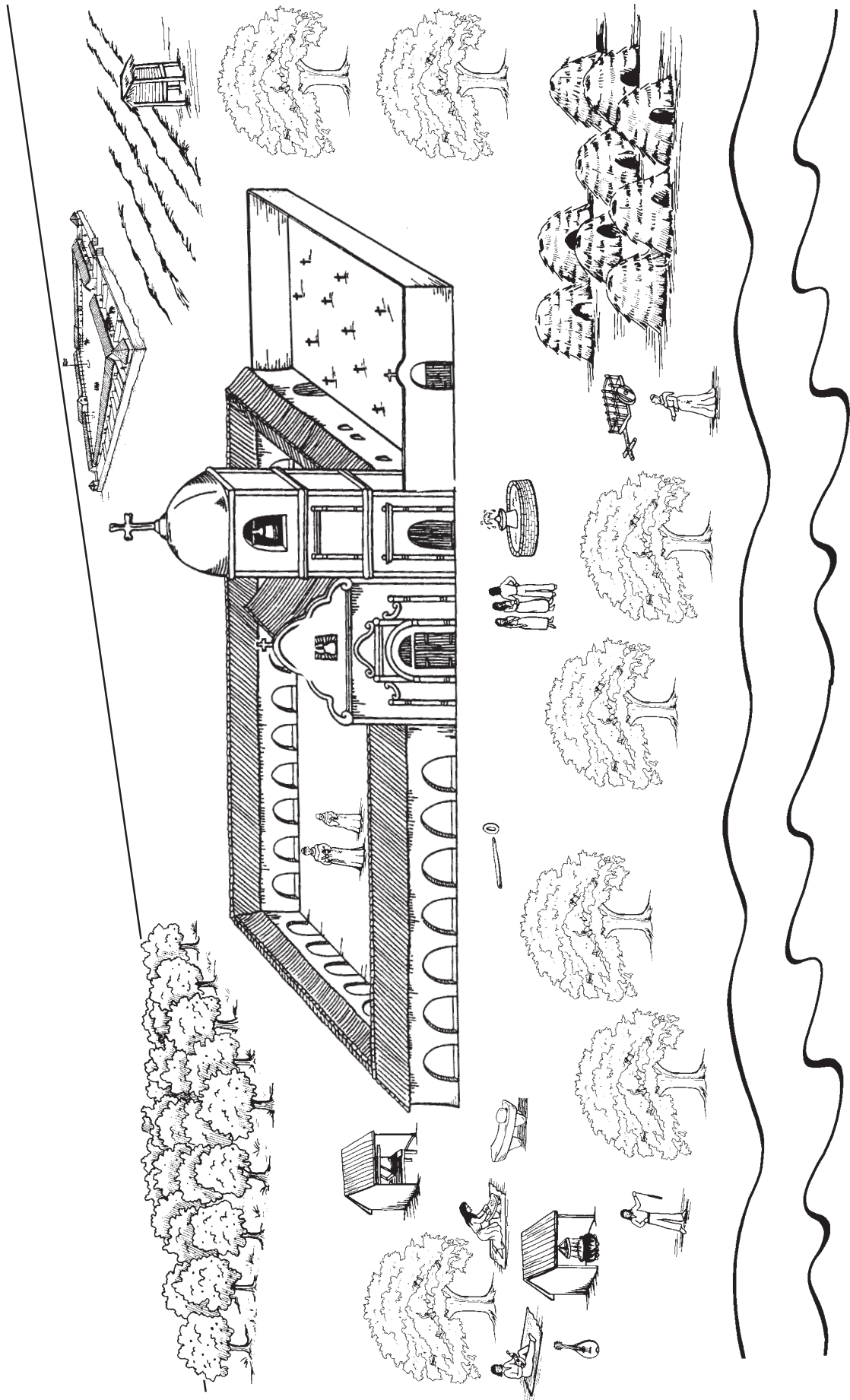
What did the people of the mission look like and what did they wear? As part of their religious outfits, the *padres* wore long robes with hoods. The soldiers wore the typical uniform of a Spanish soldier: a thick leather vest that was arrow proof, a broad, black hat and a blue wool coat. Soldiers rode a horse and carried a lance.

The *Chumash (Gabrielino/Tongva)* who lived and worked at the mission were not allowed to wear their native clothing. They wore simple clothes of the Spanish culture made from woven cloth, such as shirts, pants, skirts and blouses. The native people had to wear clothes to be “civilized.”

◆ Have the students with the “*padres*” and “*Chumash (Gabrielino/Tongva)*” pictures place them on the mural.



*Figure P –
Mission Mural Sample*



Pre-Visit Activities *Mural Two: The Mission*


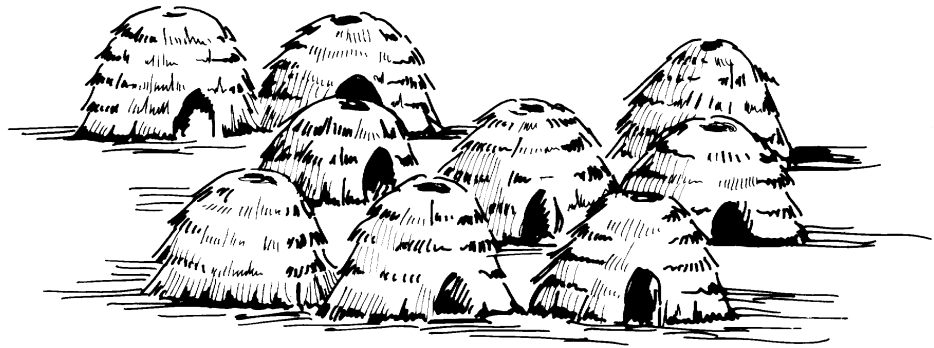
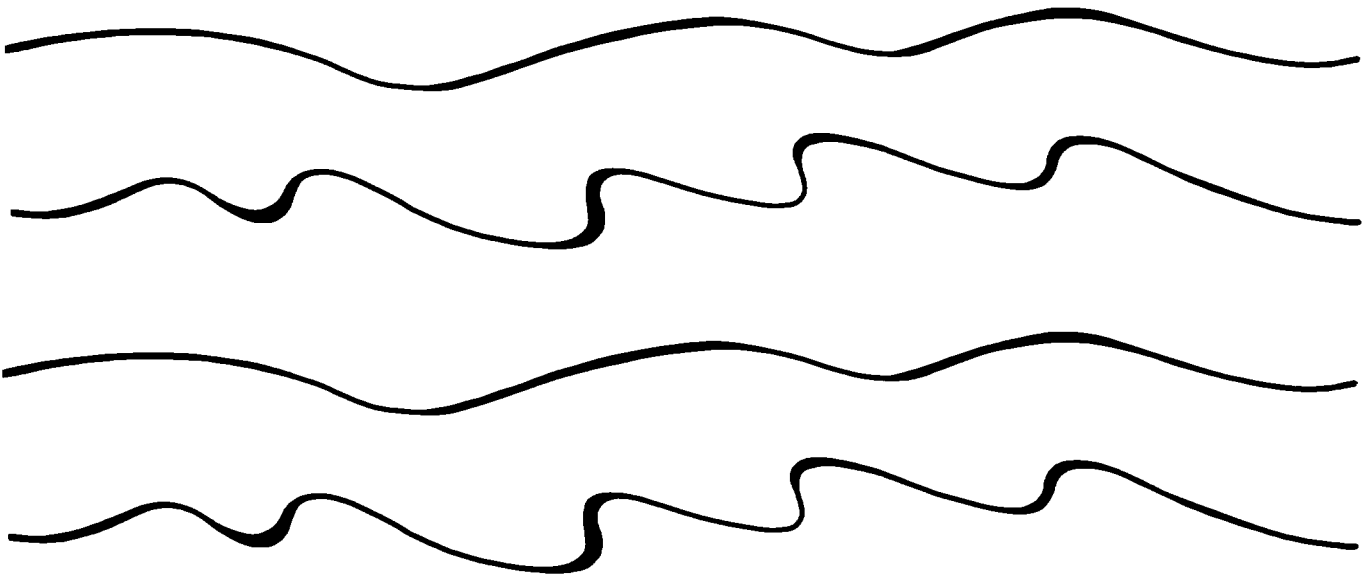
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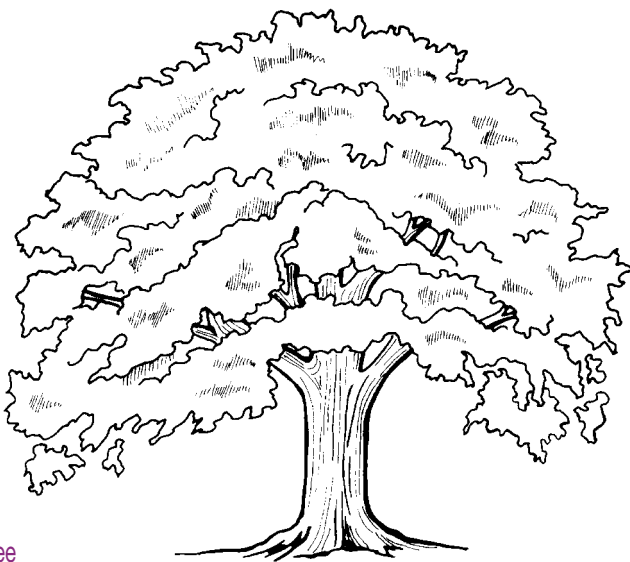
Figure Q –
Mission Mural Pictures
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small Native American village



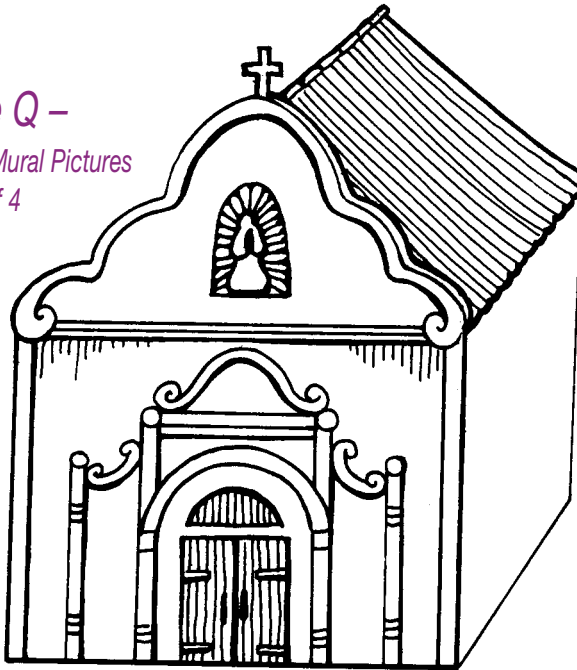
water



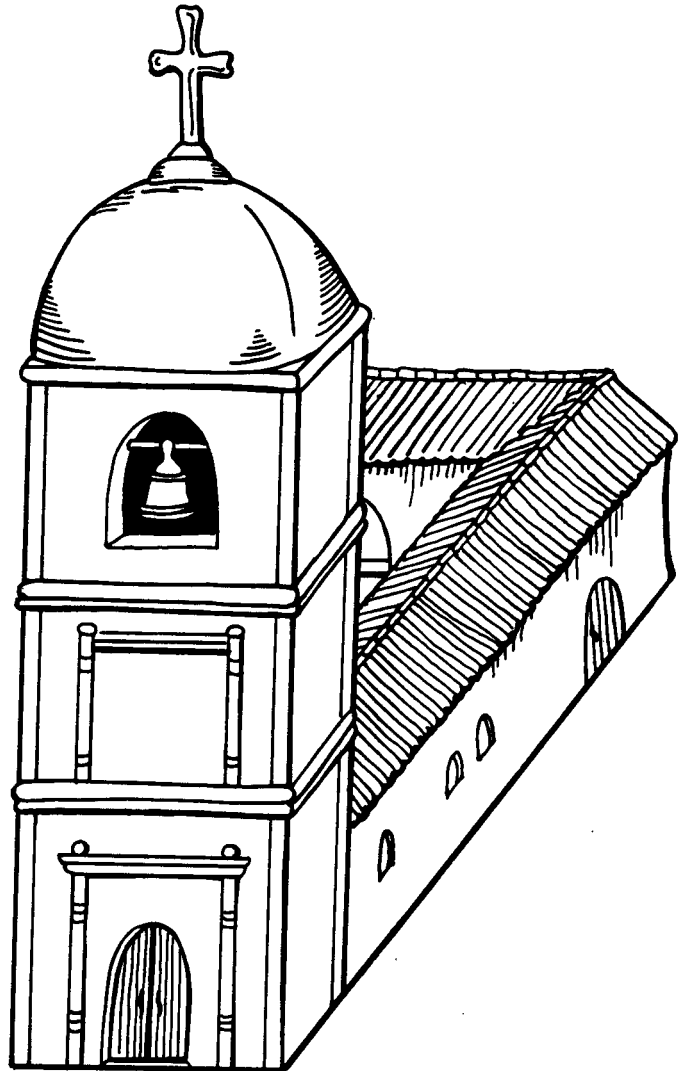
oak tree



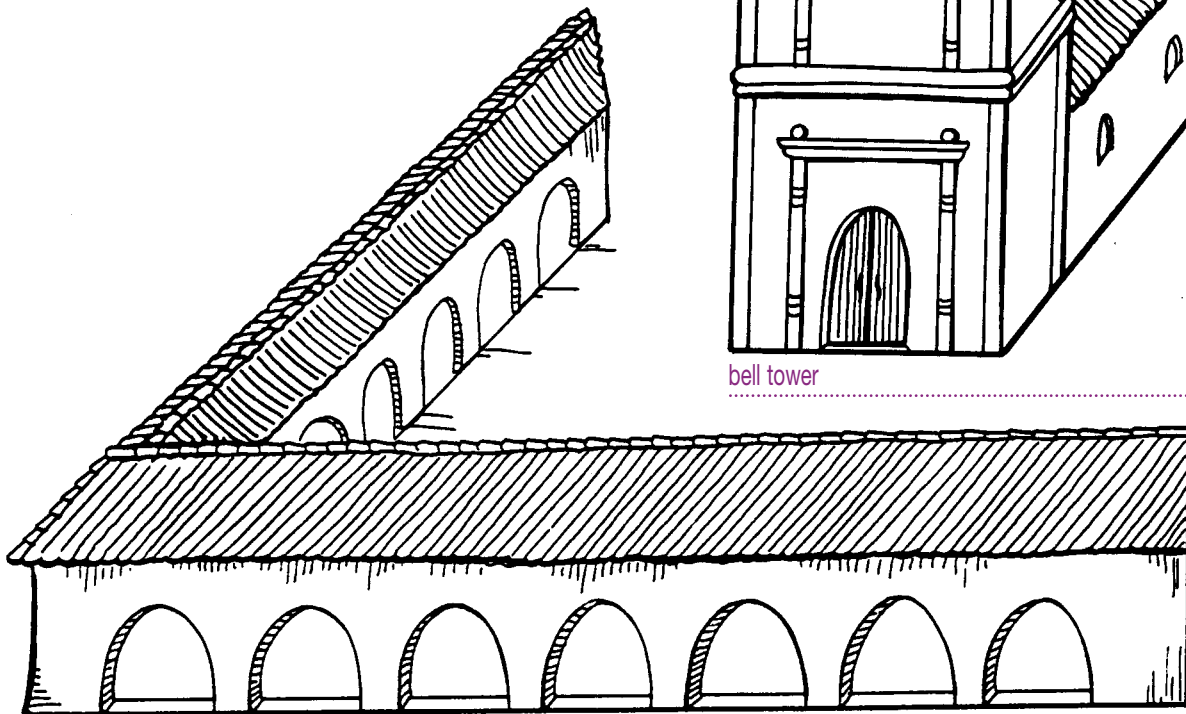
Figure Q –
Mission Mural Pictures
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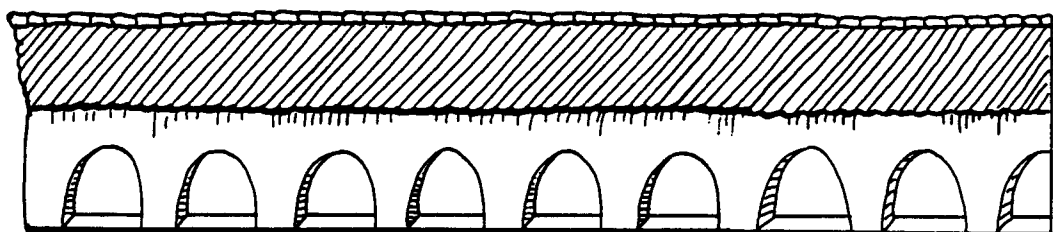
church



bell tower



main mission



padres quarters

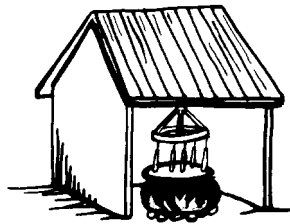
Figure Q –
Mission Mural Pictures
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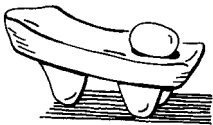
grain fields & granary



loom



candle wheel



mano & metate



fuelle / fountain



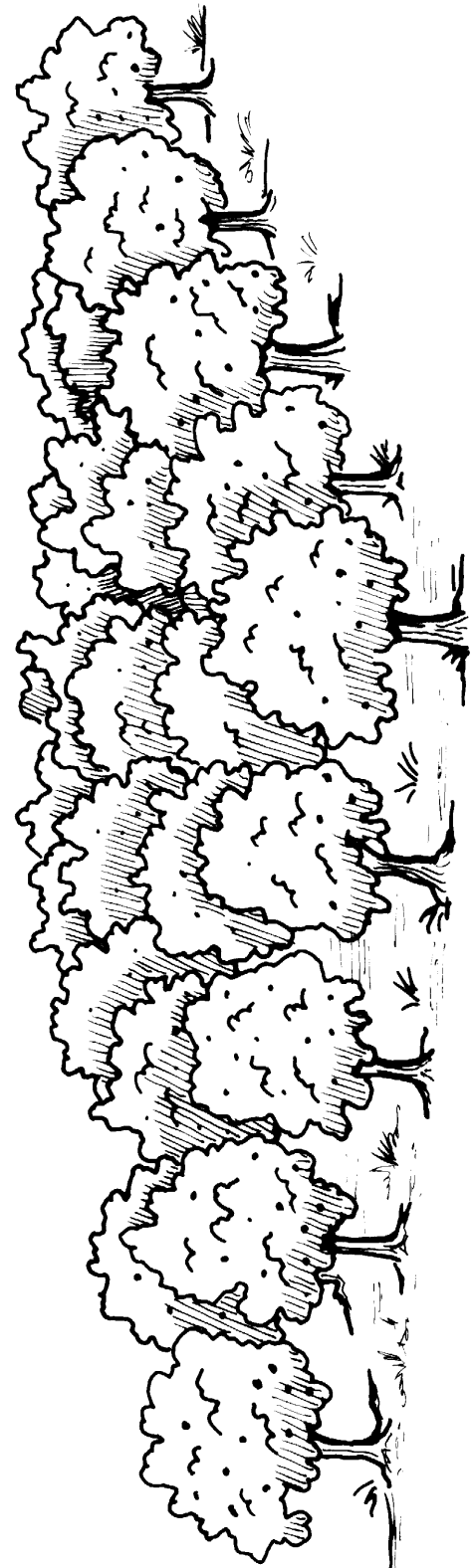
hoop & pole



mandolin

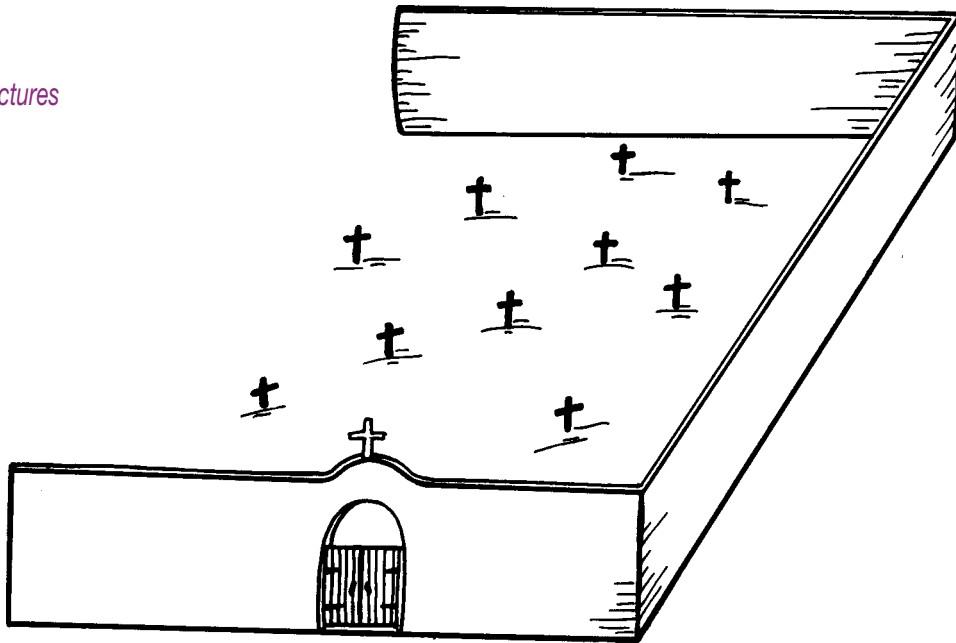


carreta

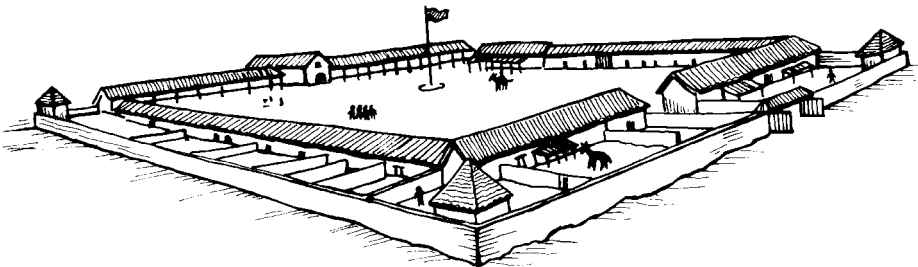


Orchard

Figure Q –
Mission Mural Pictures
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cemetery



presidio



padres

Chumash or Gabrielino/Tongva

A Part of the Mission Culture

Figure R

1. What was your picture?

2. What does it look like?

3. Write about your picture and its importance to the missionaries.

4. How is the item in your picture used today, or is something similar used today?

Figure H–
Continued

5. Draw your own version of the mission.